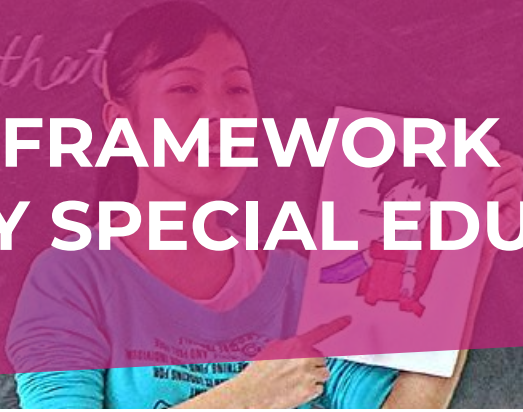




the ability
challenge

THRIVE FRAMEWORK FOR QUALITY SPECIAL EDUCATION



ABC has identified research-based, **knowledge, mindsets, and practices** for school leaders, educators, and student support staff to **transform how students with disabilities** are served in their school. These competencies empower educators to create an **authentically inclusive school community** and team that works together to meet the unique needs of all learners.

ELEMENT 1: CULTURE OF INCLUSION AND COLLABORATION

Leaders set and hold staff accountable for a bold, clear, inclusive vision and aligned practices.

Educators believe that all students can learn and grow and deeply value an inclusive, collaborative school environment.

ELEMENT 2: STUDENT CENTERED CURRICULUM AND INSTRUCTION

Leaders manage the implementation of evidence-based, standards-aligned, culturally-responsive curriculum with clear outcomes and sequenced units of study.

Educators facilitate meaningful and supportive relationships with students and deliver instruction that provides access to grade-level content for diverse learners.

ELEMENT 3: SHARED UNDERSTANDING OF AND PRACTICES FOR SPECIAL EDUCATION

Leaders are familiar with special education laws and understand why the experiences of students with disabilities are central to decision making in many areas.

Educators understand how disability impacts learning, engage peers to deliver integrated support that meets each student's needs.

ELEMENT 5: MEANINGFUL FAMILY PARTNERSHIPS

Leaders prioritize building meaningful partnerships with families and provide resources to staff to make those partnerships happen.

Educators enter into effective, reciprocal relationships with families centered on empathy and cultural competence.

ELEMENT 4: EQUITABLE SYSTEMS AND RESOURCE MANAGEMENT

Leaders allocate resources and put in place effective systems to manage the execution of quality special education programming in their context.

Educators are knowledgeable about and implement those systems paying close attention to data and adjusting course as needed.





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ABC has identified research-based, **knowledge, mindsets and practices** for school leaders, educators, and student support staff to **transform how students with disabilities** are served in their school. These competencies empower educators to create an **authentically inclusive school community** and team that works together to meet the unique needs of all learners.

Element 1: Culture of Inclusion and Collaboration

Leaders set and hold staff accountable for a bold, clear, inclusive vision and aligned practices. Educators believe that all students can learn and grow and deeply value an inclusive, collaborative school environment.

Knowledge & Mindsets	Practices
<ul style="list-style-type: none"> • Belief that serving exceptional learners is a collective responsibility • Belief that all students can learn and grow • Belief that an inclusive school environment benefits all students • Leadership team focused on inclusion 	<ul style="list-style-type: none"> • Implementation of a bold, clear, inclusive school vision (and staff accountability for aligning with that vision) • Creation of a clear action plan for implementing or making change aligned to vision • Effective leading and managing change practices focused on inclusion • Creating practices for mitigating bias • Effective formal & informal collaboration

Element 2: Student Centered Curriculum and Instruction

Leaders manage the implementation of evidence-based, standards-aligned, culturally-responsive curriculum with clear outcomes and sequenced units of study. Educators facilitate meaningful and supportive relationships with students and deliver instruction that provides access to grade-level content for diverse learners.

Knowledge & Mindsets	Practices
<ul style="list-style-type: none"> • Knowledge of updated, current evidence-based materials and strategies • Understanding of standards-aligned teaching • Strengths-based understanding of student potential 	<ul style="list-style-type: none"> • Clear teaching outcomes and skills conveyed • Use of sequenced and interdependent units of study • Use of targeted assessments • Successful differentiation and specialized instruction for diverse learners • Effective planning and co-planning • Use of collaborative approaches to instruction • Implementation of social emotional learning

Element 3: Shared Understanding and practices for special education

Leaders are familiar with special education laws and understand why the experiences of students with disabilities are central to decision making in many areas. Educators understand how disability impacts learning, engage peers to deliver integrated support that meets each student's needs.

Knowledge & Mindsets	Practices
<ul style="list-style-type: none">• Familiarity with special education laws• Basic understanding of the impact of disabilities on learning• Clear roles and responsibilities	<ul style="list-style-type: none">• Writing and implementing clear and effective documents & programming• Effective IEP Team meetings• Integrated provision of related and other services

Element 4: Equitable Systems and Resource Management

Leaders allocate resources and put in place effective systems to manage the execution of quality special education programming in their context. Educators are knowledgeable about and implement those systems paying close attention to data and adjusting course as needed.

Knowledge & Mindsets	Practices
<ul style="list-style-type: none">• System of supports (including effective meetings, use of data, etc.)• Referral and evaluation• Clear, tailored Continuum of Services (e.g., design and implementation)	<ul style="list-style-type: none">• Effective staffing and resource allocation with prioritization of special education• Systems for maintaining compliance• Whole school scheduling• Tracking and use of data for key decision-making

Element 5: Meaningful Family Partnerships

Leaders prioritize building meaningful partnerships with families and provide resources to staff to make those partnerships happen. Educators enter into effective, reciprocal relationships with families centered on empathy and cultural competence.

Knowledge & Mindsets	Practices
<ul style="list-style-type: none">• Belief in the value of engaging with empathy• Understanding cultural competence	<ul style="list-style-type: none">• Effective communication with families• Family training and development